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AN EMPIRICAL TEST OF AFFECTIVE EVENTS THEORY

Douglas Ray Lindsay, M.S.
The University of Texas at San Antonio, 2003

Supervising Professor: Michael R. Baumann

Affective Events Theory states that there are different antecedents of employee's work attitudes (i.e., job satisfaction) that lead to different behaviors. The theory differentiates between behaviors that are driven by affective reactions of the employee and those that are driven by employee judgments. As a result, both affective reactions and cognitive judgments need to be analyzed in order to accurately predict employee behavior. Until now, this theory has received little empirical evaluation. The present research used path analysis to examine the model fit of Affective Events Theory with a student sample. Alternative models were tested in an effort to determine other influences on employee behavior. The results indicated a mediocre model fit for Affective Events Theory. Alternate models that were examined failed improve model fit. However, many of the paths predicted in the model were found to be significant. Interestingly, testing of alternate models revealed several significant paths that AET predicted to not be significant. It appears that while Affective Events Theory accurately accounts for the importance of affect on employee behaviors, there are still several critical pieces missing in the model. Several recommendations are made for future research in this area.

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AN EMPIRICAL TEST OF AFFECTIVE EVENTS THEORY

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AN EMPIRICAL TEST OF AFFECTIVE EVENTS THEORY

by

DOUGLAS RAY LINDSAY, B.S.

THESIS

Presented to the Graduate Faculty of
The University of Texas at San Antonio
in Partial Fulfillment
of the Requirements
for the Degree of

MASTER OF SCIENCE IN PSYCHOLOGY

The views expressed in this article are those of the author and do not reflect the official policy or position of the United States Air Force, Department of Defense, or the U.S. Government.

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
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December 2003

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November 2003

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Introduction

In the dynamic world in which we live, there are drastic implications for correctly and incorrectly predicting the behavior of employees. Unfortunately, the literature is full of studies that expound on the various complications involved in precisely predicting behavior (Ajzen, 1991). However, that does not mean that the search to understand employee behaviors should be abandoned. On the contrary, it indicates that there is still much to be learned about how employees react to their organizational environments and what factors ultimately influence their behavior.

Employee behavior can have serious implications for the organization. This is true whether the resulting employee behaviors are positive or negative. In the case of positive behaviors, the organization and the individual will benefit. For example, an employee who exhibits behaviors such as commitment to the organization, willingness to get along with coworkers, and longevity at the company will obviously have a positive impact on the organization. Prediction of negative behaviors is just as important. An employee who exhibits behaviors such as turnover (quitting the organization), tardiness, and poor performance will obviously have a negative impact. If the organization is experiencing or can anticipate a significant amount of this negative behavior from its employees, then the organization can take steps to either stop it from occurring or to minimize its impact to the company. The implications for being able to predict these positive or negative behaviors are obvious for both organizational profitability and employee efficiency.

Affective Events Theory

One area that has received significant attention in the literature that attempts to predict employee behavior is the construct of job satisfaction. However, there is still some

debate as to the true definition of job satisfaction. One major school of thought describes job satisfaction as resembling an attitude (Miner, 1992; Weiss & Cropanzano, 1996; Weiss, 2002). As Breckler and Wiggins (1989) point out, attitudes are a combination of both affective reaction and cognitive evaluation components. According to Weiss and Cropanzano's Affective Events Theory (AET; 1996), job satisfaction also contains both affective and cognitive aspects. Therefore, they state that it is important to examine both components of job satisfaction (affective and cognitive) when attempting to predict an individual's behavior.

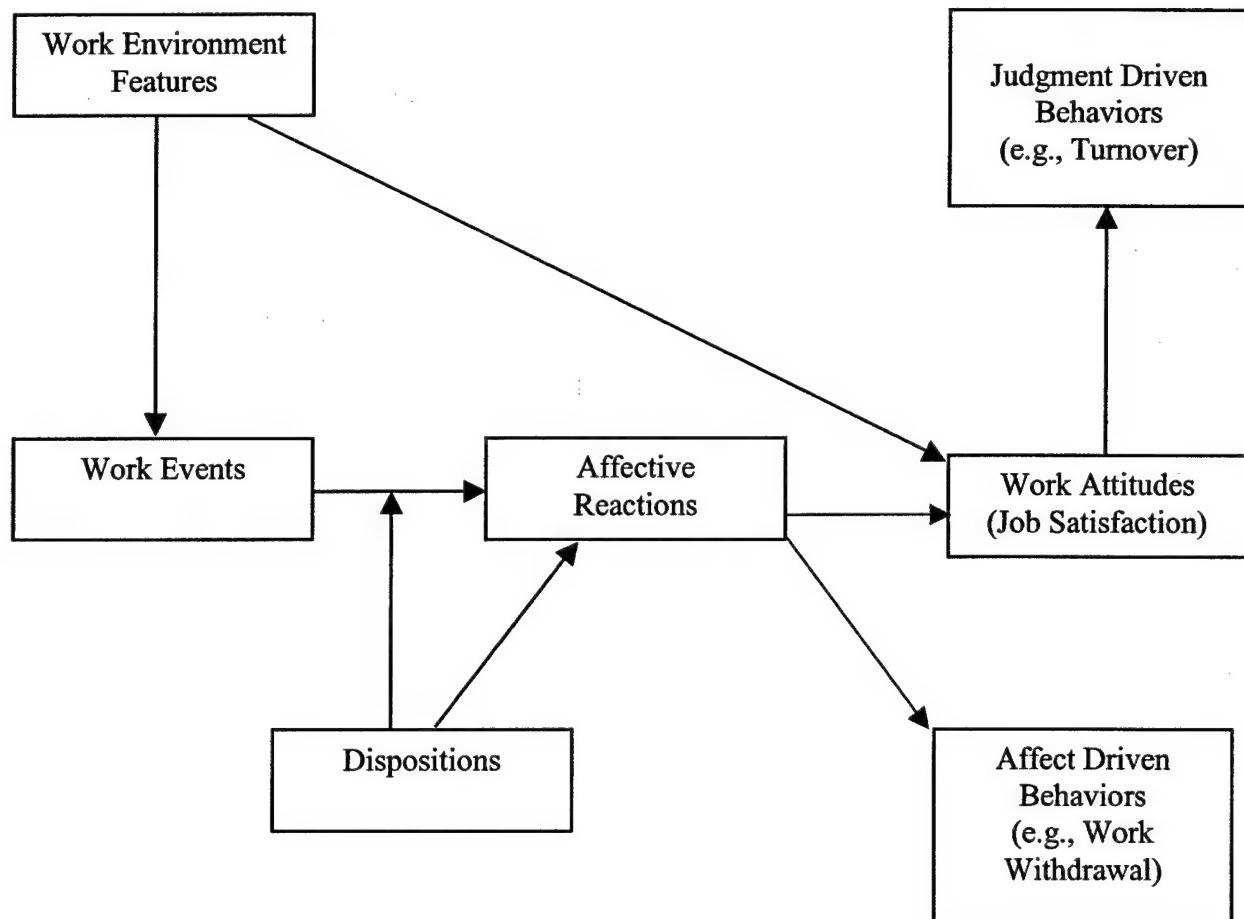


Figure 1: Affective Events Theory (Weiss & Cropanzano, 1996)

AET draws on findings from several fields of psychology to make predictions about how an individual's affective (emotional) and cognitive components of job satisfaction are arrived at and how they operate together in the workplace (Miner, 2000). As can be seen in Figure 1, AET asserts that some employee behaviors are driven primarily by the affective component of job satisfaction (affect driven behaviors) and other behaviors are driven primarily by the cognitive component of job satisfaction (judgment driven behaviors). However, these behaviors are not entirely independent of each other as there is some interaction between the affective and cognitive components of job satisfaction.

As mentioned previously, Weiss and Cropanzano (1996) propose that certain behaviors are judgment driven and others are affect driven. In AET, negative judgment driven behaviors would include such behaviors as turnover and intention to quit, whereas negative affective driven behaviors would be actions such as work withdrawal (e.g. absenteeism and tardiness) and vandalism (collectively referred to as counterproductive work behaviors or CWBs). On the other hand, positive judgment driven behaviors would be intent to stay with the organization and engaging in leadership roles, whereas positive affective behaviors would be complying with the policies of the organization, praising a coworker, or going "above and beyond" the call of duty (these are commonly referred to as organizational citizenship behaviors or OCBs; Podsakoff & MacKenzie, 1997; Podsakoff, MacKenzie, Paine & Bachrach, 2000).

For all behaviors driven by job satisfaction, the first factor that AET says must be considered in predicting the behavior is the work environment. This would include such issues as work hours, the supervisor's management style, and the work climate of the organization. The work environment influences the affective component of job satisfaction

through influencing the events that occur at work. These work events along with the employee's dispositions (i.e., personality) will result in an affective reaction to the event. Summing these reactions across many events, the employee will have an affective reaction to the job. An example of a work event might be an employee receiving negative feedback from his or her supervisor. The employee has an affective reaction to this event. The specific affective reaction (e.g., sadness, anger, frustration) and the strength of the reaction depend on the employee's disposition. A series of such negative reactions leads to an overall negative affective reaction to the job. The individual would then engage in various behaviors thought to be associated with negative affective reactions (e.g., absenteeism). Alternatively, the employee may experience work events that when combined with his or her disposition lead to positive affective reactions to the job (e.g. praise from supervisor or coworkers). The employee would then exhibit behaviors that are associated with positive affective reactions (e.g. showing up early for work or helping other employees with their work loads).

In addition to their effect on the affective component of job satisfaction, the features of the work environment also impact the cognitive component of job satisfaction. According to AET, the process by which this occurs resembles a subjective assessment of the person-job fit. For example, the employee would look at the current work environment and compare it to his or her life goals and make a cognitive assessment as to how well they fit together. To the extent that the features of the work environment are congruent with his or her life goals, the cognitive component of job satisfaction will be positive. On the other hand, if his or her life goals and the work environment were incongruent, the cognitive component of job satisfaction would be negative.

In addition to being influenced by person job fit, the cognitive assessment is also influenced by the employee's affective reactions. If the affective reaction is negative, then the cognitive assessment will be more negative than the work environment would warrant. On the other hand, if the affective reaction is positive, then the cognitive assessment would be more positive than the work environment would warrant. In combination, these inputs (affective reactions and cognitive evaluations) result in the employee's attitudes about their work. According to AET, these work attitudes will then result in judgment driven behaviors (e.g., turnover).

Although AET has been referenced recently in several published articles as evidence for the importance of affect in the workplace (Brief, 2001; Brief & Weiss, 2002; Judge & Larsen, 2001; Martocchio & Jimeno, 2003; Weiss, Nicholas & Daus, 1999), little research has been done with respect to testing the model itself. The goal of the current study is to test the overall AET model as well as examine several of the model's principle relationships. More specifically, the study tests whether cognitive assessments lead to judgment driven behaviors and whether affective reactions lead to affect driven behaviors. Additionally, this study examined the role of such factors as work-family conflict (work environment), interpersonal conflict (work event), and several personality variables (disposition) to determine their impact on whether employee behavior is consistent with AET.

Judgment Driven vs. Affect Driven Behaviors

The first aspect of the model that the current study examined was the relationship between affect and cognition with respect to job satisfaction. According to AET, both affect and cognition influence job satisfaction. For the cognitive route, the process starts with features of the work environment and then leads into job satisfaction after some cognitive

evaluation has occurred. For the affective route, features of the work environment impact work events, which lead to affective reactions. These resulting affective reactions then influence job satisfaction. The current study examines both routes to determine if, as stated by AET, they both influence job satisfaction. If AET is correct, then path analysis should reveal that the work environment directly affects job satisfaction and that affect at work (due in part to the work environment) also has an effect on job satisfaction.

The next relationship the study proposed to test involved affect driven behaviors. These are the organizational citizenship behaviors (OCBs) and counter-productive work behaviors (CWBs) that were mentioned previously. AET states that these behaviors result solely from affective reactions with no direct influence from cognitive assessment of the job. Additionally, according to the model, these behaviors are not tied directly to job satisfaction (they are influenced only by the affective component of job satisfaction). If AET is correct, then affect driven behaviors will be predicted by affective reactions and not cognitive evaluations or overall job satisfaction. This is an important distinction because this assumes that there are employee behaviors (i.e. work withdrawal) that occur specifically as a reaction to work events. Path analysis should reveal that any link between these behaviors and job satisfaction are indirect and mediated by affective reaction.

A third relationship the study proposed to test involved intention to quit the organization. According to AET, this behavior (turnover) is judgment driven. In other words, it results from cognitive evaluations (job satisfaction) of the work environment. However, as mentioned before, AET also asserts that affect will have an influence on job satisfaction since cognitive evaluations and affect both combine to influence job satisfaction.

Therefore, path analysis should reveal a relationship between affect and job satisfaction and a relationship between job satisfaction and turnover but no direct path from affect to turnover.

Disposition

AET specifies that disposition (personality) will moderate the relationship between work events and affective reactions as well as directly influence the employee's affective reactions. This is an important relationship because it suggests that the employee's personality will influence how the events at work are experienced, and will help to color the resulting affective reaction. This implies that employees will have different reactions to the same work events, and these differences in reactions will lead to different types of behaviors. This is an important component of AET because it suggests that it is important to understand specific information about the employee in addition to work events in order to make predictions about employee behavior. Staw, Bell and Clausen (1986) summarized this position best when they said, "People may bring a positive or negative disposition to the work setting, process information about the job in a way that is consistent with this disposition, and then experience job satisfaction or dissatisfaction as a result."

AET does not make predictions regarding how specific dispositions (e.g., high extraversion) impact employee behavior. However, a search of the literature revealed that the factors of the Big Five have been shown to relate to important workplace outcomes (Barrick & Mount, 1991). Furnham, Petrides, Jackson, and Cotter (2002) found that Extraversion is related to intrinsic factors of job satisfaction and Neuroticism is associated with extrinsic factors of job satisfaction. Neuroticism has also been linked to heightened negative affect (Chui & Kosinski, 1999; Penley & Tomaka, 2002) while Extraversion has been linked to positive affect (Chui & Kosinski, 1999; Zweig & Webster, 2003).

Additionally, Brebner (2001) found that the Big Five appear to be linked to different ways of dealing with stressful information. In summary, there is reason to expect Big Five factors to affect affective reactions directly and to moderate the relationship between work events and affective reactions. Therefore, disposition in the current study was examined in terms of the Big Five.

It is possible, that this approach may not capture the entire essence of what Weiss and Cropanzano (1996) envisioned for disposition. However, due to lack of direction from the model, it is nevertheless a logical starting point to examine what effect this construct ultimately has on employee behavior.

If path analysis reveals direct effects of one or more of the five factors on affect or if any of the five factors moderates the relationship between work events and affect, then that would be consistent with AET. On the other hand, failure to find such results would not necessarily mean that the theory was incorrect, since the theory makes no specific predictions with respect to these specific aspects of disposition.

Work Environment/Events

As mentioned previously, both cognitive assessment and affective reactions begin with the work environment. Therefore, this study included several work environment and work event variables to see how they impacted cognitive assessment and affective reactions. The first of these was the work environment feature of general uncertainty. For our purposes, uncertainty was defined as the vagueness that exists in the current situation with respect to a certain event, which results in an inability to anticipate future events and/or plan future actions. For example, uncertainty in a job could result from an employee being required to perform tasks for which he/she is unfamiliar or has no analogous experience. If

there is a high level of uncertainty on the job (i.e. the employee does not know what is going on or what to expect), then the employee will experience uncertainty associated with stress (e.g., Monat, Averill & Lazarus, 1972). This stress would then presumably cause a negative affective reaction. This negative reaction could lead directly into a negative affect driven behavior such as absenteeism or other CWBs. This negative affective reaction could also lead to a negative evaluation of the job (low job satisfaction). Ultimately, if the person-job assessment becomes negative, it could then lead to a negative judgment driven behavior (e.g., turnover).

The amount of stress employees feel when faced with uncertainty will be affected by the employee's disposition. Specifically, the employee's tolerance for uncertainty should impact how the stress is perceived. Employees with a higher tolerance for uncertainty will experience less stress in response to uncertainty than employees with lower tolerance for uncertainty. Thus, path analysis revealing a moderating effect of tolerance for uncertainty on the relationship from uncertainty to stress would be consistent with AET.

Another work environment variable that was examined is work-family conflict. Past research has shown that where work interferes with family life, job satisfaction is reduced (Adams, King & King, 1996; Guest, 2001). The critical issue is to determine if this type of conflict impacts cognitive assessments, affective reactions, or both. According to AET, if the employee experiences a high level of work-family conflict, then this combined with their disposition, will cause a negative affective reaction by the employee. This negative affective reaction would impact job satisfaction, which would lead to negative judgment driven behaviors. Additionally, this work-family conflict should also directly impact the

employee's work attitudes. According to AET, the combination of these two routes (affective and cognitive) would result in negative judgment driven behaviors.

One type of work event that work-family conflict may affect is prevalence of interpersonal conflict at work. For example, if an employee is experiencing a significant amount of work-family conflict, he or she may be more distracted at work, arrive late more often, or need to leave early more often. Any of these behaviors may lead to conflict with others. The resulting conflict should lead to stress and thereby to a negative affective reaction. Again, according to AET, this would be moderated by the employee's disposition. This resulting negative affective reaction would then directly impact the employee's affect driven behaviors. Consequently, path analysis should show that when the employee is experiencing work family conflict, more interpersonal conflict occurs at work and higher levels of negative affect result. This resulting negative affect should be significantly related to higher levels of CWBs and more negative work attitudes.

Again, the model does not specify which features of the work environment or which work events should be more importance. Obviously, there are many factors that are involved that influence an organizations work environment and many other work events that occur. The above measures were chosen to represent these pieces of the model because they can logically be assumed present to varying degrees in any work setting.

Method

Participants

One hundred eighty-six undergraduate students participated and received credit toward University of Texas at San Antonio course requirements. In order to ensure that participants had sufficient work experience to allow for assessment of job satisfaction and

work behaviors, two restrictions were imposed. The first was that the participants had to be currently employed and working at least part time (minimum of one to two days a week). The second restriction was that they had to have been with the same employer for a minimum of six months prior to the study. All participants in this study met those two requirements.

Participants consisted of 129 females (69.4%) and 57 males (30.6%). Ages ranged from 17 to 54 (mean = 20.46, SD = 4.69). The average tenure at the job for the participants was 1.70 years (SD = 1.25). On average the participants worked 26 hours per week (SD = 10.31) with a range from 4 hours to 60 hours a week. The majority of the participants ($n = 158$, 86.3%) reported that they did not see their current job as a long-term career. The job classification of the participants was 42.7% service related, 21.6% sales, 11.4% clerical/administrative support, 9.2% professional specialty/technical, 4.9% laborer, 1.1% managerial, and 9.2% other positions. Participants also reported how satisfied they were with their job (scale from 1 to 5, where 1 = Not at All and 5 = Very Satisfied; mean = 3.71, SD = 1.01).

Measures

Affect. Affect was measured with the Positive and Negative Affectivity Schedule (PANAS; Watson, Clark, & Tellegen, 1988). This scale was constructed to identify items that had high loadings on either positive or negative affect and low loadings on the other (as can be seen by the low correlation between the subscales of $r = -.11$). The scale consists of 10 items (adjectives) that relate to positive affect ($\alpha = .91$) and 10 items (adjectives) that relate to negative affect ($\alpha = .74$). Questions were asked with respect to how the employee generally feels at work. The items used a 5-point frequency response scale (1 = Very slightly or not at all; 5 = Extremely). Sample items for positive affect included

adjectives such as interested, excited, and determined while sample items for negative affect included adjectives such as hostile, afraid, and nervous.

Interpersonal Conflict. This area was assessed with the Tolin and Hahn Interpersonal Conflict Scale (Tolin, 2001). It covers four dimensions of conflict related to professionalism/selfishness ($\alpha = .86$), poor communication ($\alpha = .87$), high workload ($\alpha = .89$), and unfair credit ($\alpha = .79$). It was scored using a 4-point frequency-based response scale (1 = Never; 4 = Every day). Participants were asked to rate how often they have had a conflict with others in the last month because of issues such as: "Allowed their personal lives to interfere with work" and "Did not clearly communicate what they needed you to do." Since the four subscales were highly correlated in this sample (correlations ranging from .76 to .88) they were combined into one single scale for analysis ($\alpha = .96$).

Work-Family Conflict. This area was assessed with two scales developed and used by Frone, Russell & Cooper (1992). It consisted of the work-family (W – F) conflict 2-item scale that looked at how much the participant's work interfered with their family life and the family-work (F – W) conflict 2-item scale that examined how much the participants home life obstructed their work responsibilities. Two global interference questions were added to determine the overall level of conflict that the participant routinely faced between their home life and work (I feel as though I have to make choices between my job/career and my family and I feel that no matter what I do, either my career/job or my family has to suffer). Each item used a 7-point frequency-based response scale (1 = Never; 7 = Always). The reliability coefficient for these items was .82.

Additionally, 4 questions were added to assess the level of disruption and negative impact of the participant's job ($\alpha = .86$). Examples of these items were "This job has had

a negative impact on my family" and "This job has caused a lot of disruption in my life." These items were scored on a 4-point scale (1 = Not at all; 4 = Very much so). Since these two scales were moderately correlated in this sample ($r = .43$), they were combined in the analysis into one overall scale ($\alpha = .83$).

General Uncertainty. A review of published scales failed to reveal any scales to measure uncertainty. Therefore, several items (8 items) were developed to assess the area of uncertainty the population experiences in the job realm ($\alpha = .74$). These items were used to examine any vagueness or ambiguity that the participant experienced with respect to their current job. Sample items were: "Events occurred at work that I did not expect," and "I am unsure what to do next." Each item used a 7-point frequency-based response scale (1 = Never; 7 = Always).

Behavior at work. Employee work behaviors were measured using items that were developed by Hanisch and Hulin (1990, 1991). Specifically, three subscales were used to examine organizational citizenship behaviors (8 items; $\alpha = .72$), counter-productive work behaviors (6 items; $\alpha = .67$), and intentions toward turnover (5 items; $\alpha = .81$). Examples of organizational citizenship items included: "Volunteered to do something that was not required" and "Displayed loyalty to the organization." Examples of counter-productive work items were "Ignored supervisor's instructions" and "Came into work late or left work early." Examples of intention to turnover items were: "Tried to find another job" and "Thought about quitting my job." An important note is that while the turnover intention items do not specifically measure the actual behavior of quitting, they examine behavioral intentions. Behavioral intentions have been shown to be good predictors of actual behavior (Fishbein & Ajzen, 1975; Griffeth, Horn & Gaertner, 2000; Hellman, 1997; Steele & Ovalle,

1984). All items on the three subscales were scored with a 5-point frequency-response scale (1 = Never; 5 = Many times).

Disposition - Big Five. In order to examine the role of disposition in AET, a general measure of personality was used. The measure chosen was the NEO Five-Factor Inventory (NEO-FFI) (Costa & McCrae, 1985; 1989; 1992). This is the short version (60 questions) of the NEO- PI-R that gives a general assessment of 5 personality domains (Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness). It has correlations of .75 to .89 (depending on the domain) with the full NEO-PI-R trait scales (Costa & McCrae, 1989), which make it a quick and effective measure of personality (Egan, Deary, & Austin, 2000). Sample items included: "I often feel tense and jittery" (neuroticism), "I am a very active person" (extraversion), "I have a lot of intellectual curiosity" (openness), "Most people I know like me" (agreeableness), and "I have a clear set of goals and work toward them in an orderly fashion" (conscientiousness). The items were measured on a 5-point scale (1 = Strongly Disagree; 5 = Strongly Agree). Items were scored such that higher scores on these scales indicated more of that particular trait in the individual. Reliability coefficients (alphas) for the scales were .79 for Neuroticism, .79 for Extraversion, .72 for Openness, .71 for Agreeableness, and .83 for Conscientiousness.

Disposition - Tolerance for Uncertainty. Tolerance for uncertainty was measured by the Uncertainty Response Scale (URS; Greco & Roger, 2001). Specifically, the subscales of Emotional Uncertainty (15 items; alpha = .91) and Desire for Change (16 items; alpha = .90) were included. These items were used to assess how the participants reacted to changes in their work environment and whether they enjoyed this change. Sample items included: "Thinking about uncertainty makes me depressed," "I find the prospect of change exciting

and stimulating," and "I feel curious about new experiences." These items were scored using a 4-point scale (1 = Never; 4 = Always).

Job Satisfaction. Job satisfaction was measured with the abridged version of the Job Descriptive Index (JDI; Smith, Kendall, & Hulin, 1969; alpha = .86 for work subscale; .81 for pay subscale; .86 for promotion subscale; .75 for supervision subscale; .73 for people subscale) and the Job In General Scale (JIG; Ironson, Smith, Brannick, Gibson, & Paul, 1989; alpha = .93). These scales have been well validated in the literature. They are scored using a 3-point Yes, No, ? format.

Job Stress. The measure of job stress used was the Stress In General (SIG) scale (Stanton, Balzer, Smith, Fernando, & Ironson, 2001). This 15-item scale was chosen because it examines general levels of perceived work stress. This scale is comprised of two subscales that specifically look at aspects of work stress as it relates to pressures (alpha = .80) of the job itself and threats (alpha = .83) caused by the job (Stanton, et al., 2001). Due to the fact that these two subscales were highly correlated ($r = .61$) in this sample, they were combined in the analysis (overall alpha = .88). They used the same Yes, No, ? format that was used in the JDI and JIG scales.

Demographics. Demographic information questions were included to determine the overall population characteristics in the sample. Questions were asked regarding age, gender, occupation title, how long they had been at their current job, job classification, number of hours worked per week, whether this was a career job, how long they intended to stay at their current job, and their overall satisfaction level with their current job.

Procedure

Participants reported to a classroom at a prescribed time. At that time, they were presented with the questionnaire packet. The packet contained a consent form and the questionnaire. The participants were informed that the information being gathered would be kept anonymous (i.e. no identification information on the questionnaire). If they agreed to participate, they then completed the questionnaire and returned it to the researcher. If they chose not to participate, they were dismissed. For this study, all participants chose to participate.

The general instructions given to the participants were to read each question carefully but to go with their "first answer" (i.e. not to think too long on any one item). Participants were told that specific instructions for each scale were included in the questionnaire, and were instructed to read the specific instructions for each scale carefully. The measures were administered in the following order: Positive and Negative Affectivity Scale, Tolin and Hahn Interpersonal Conflict Scale, Work-Family Conflict Scales, General Uncertainty Scale, Behavior at Work Scales, NEO Five-Factor Inventory, Uncertainty Response Scale, Job Descriptive Index, Job In General Scale, Stress In General Scale, and Demographic questions. This order was chosen to minimize any potential affects that one scale might have on the other. For instance, job satisfaction scales were separated from conflict and behavior scales to prevent participants from anchoring job satisfaction on conflict or work behavior answers. After the participants turned in the questionnaire, they were presented a debriefing sheet that explained the purpose of the study and informed them who to contact if they had any further questions.

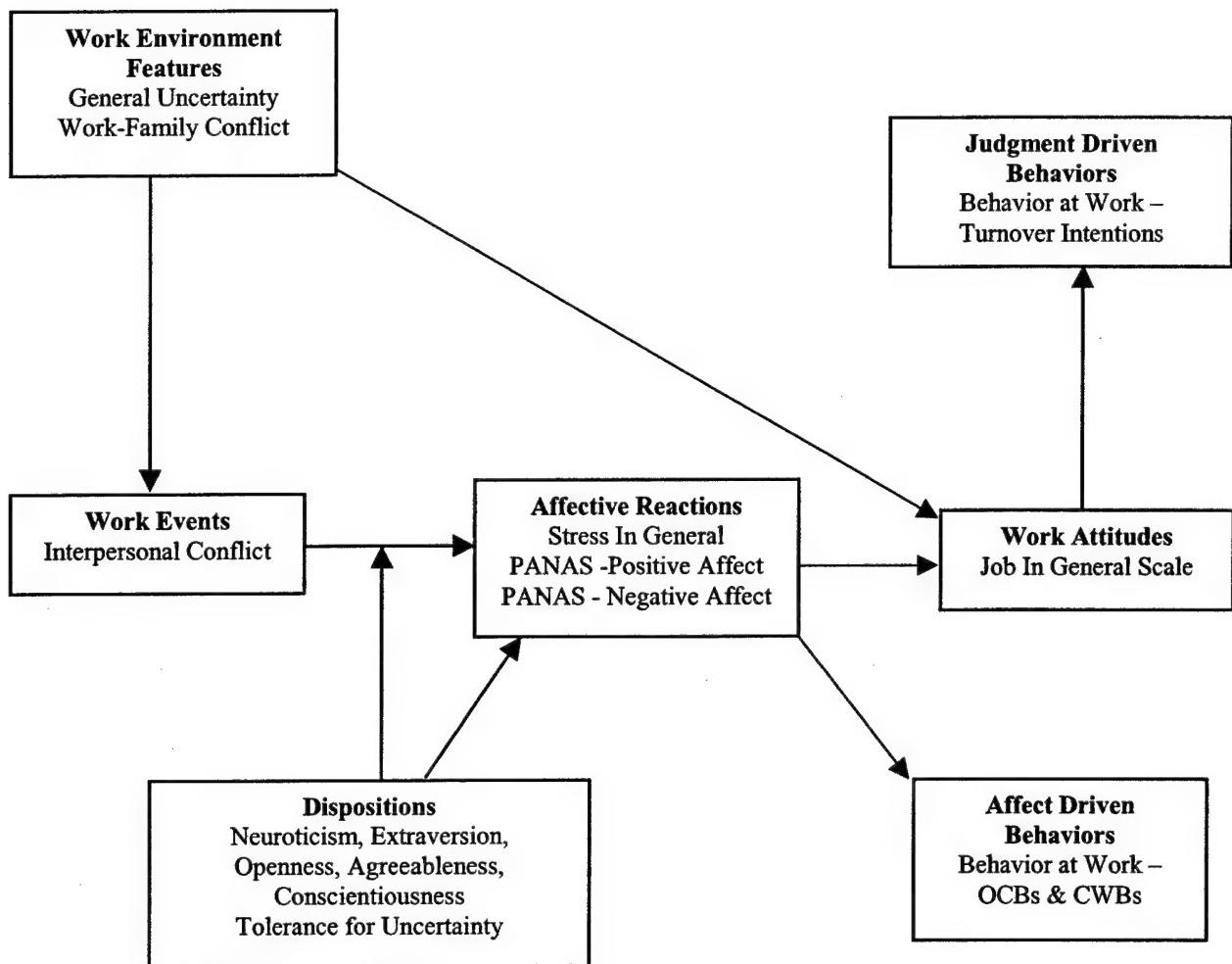


Figure 2: AET Model With Measured Variables

Results

Overview

The data was analyzed using path analysis. The goal was to test the proposed model that was comprised of theoretically based predictions of different relationships among the suggested variables (Kelloway, 1998). This approach was chosen because path analysis allowed for simultaneous testing of both the direct and indirect influences that were proposed

by AET. This method is also consistent with other research in the field where the convention for testing models of job satisfaction is some form of structural equation modeling or path analysis. In this study, most of the variables were measured with only one scale. This was done since a thorough review of the literature failed to offer a substantial number of well validated scales for the variables of interest. However, the ones that were used in this study have been singled out as the best of their kind. The current study also dealt with a limited sample size (for use of path analysis). As a result of these factors, a path analysis treating each scale as a manifest variable was more practical than full structural equation modeling. Figure 2 shows the actual variables that were used in the path analysis and how they relate to the overall AET model.

Through use of path analysis, it was possible to study several indices of goodness of fit to determine how well the model corresponded to the data. While there are many different fit indices currently used in research, this study chose to focus on 3 indices. They were χ^2/df , root mean square error of approximation, and the normed fit index. These were chosen since they are commonly used fit indices (Kelloway, 1998).

The first step in the analyses was to test the model proposed by AET for fit. Second, the significance of individual path coefficients in the model was examined. Through this analysis, it was possible to determine which of the direct and indirect relationships previously mentioned were significant and which were not significant. Based on fit and path coefficients, the model was modified. Finally, alternate models including relationships not predicted by AET were tested.

TABLE 1

Missing Items Allowed Per Scale

| Scale | Number of items | Number of Missing Items Allowed |
|--|-----------------|---------------------------------|
| PANAS – Positive Affect Subscale | 10 | 1 |
| PANAS – Negative Affect Subscale | 10 | 1 |
| Tolin and Hahn Interpersonal Conflict Scale | 37 | 4 |
| Work-Family Conflict | 10 | 1 |
| General Uncertainty | 8 | 1 |
| Behavior At Work – OCB subscale | 8 | 1 |
| Behavior At Work – CWB subscale | 6 | 1 |
| Behavior At Work – Turnover Intentions | 5 | 1 |
| NEO-FFI Subscales | 12 each | 1 each |
| Uncertainty Response – Desire for Change | 16 | 2 |
| Uncertainty Response – Emotional Uncertainty | 15 | 2 |
| JDI Subscales | 5 each | 0 each |
| JIG | 18 | 2 |
| SIG | 15 | 2 |

TABLE 2

Correlation Between Exogeneous Variables

| Variables | Correlation |
|---|-------------|
| Work-Family Conflict with General Uncertainty | .37* |
| Work-Family Conflict with Neuroticism | .35* |
| Neuroticism with Extraversion | .37* |
| Neuroticism with General Uncertainty | .17* |
| Extraversion with General Uncertainty | .07 |
| Extraversion with Work Family Conflict | .04 |

*p < .05.

TABLE 3

Correlations Among Measures and Subscales

| | Mean | SD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|----|------|-----|---------|---------|---------|---------|---------|---------|---------|--------|--------|--------|--------|--------|--------|--------|--------|----|
| 1 | 3.40 | .84 | -.11 | | | | | | | | | | | | | | | |
| 2 | 1.60 | .44 | | | | | | | | | | | | | | | | |
| 3 | 2.97 | .58 | -.15* | .34*** | -.11 | | | | | | | | | | | | | |
| 4 | 2.16 | .63 | -.10 | .10 | .37*** | -.11 | | | | | | | | | | | | |
| 5 | 4.04 | .54 | .47*** | -.17* | -.13 | -.19* | -.11 | | | | | | | | | | | |
| 6 | 2.08 | .86 | -.36** | .13 | .13 | .44*** | .23*** | -.11 | | | | | | | | | | |
| 7 | 3.17 | .62 | -.29*** | .32*** | .20*** | .01 | -.12 | .18* | -.11 | | | | | | | | | |
| 8 | 2.31 | .54 | .33*** | -.08 | -.01 | .03 | .26*** | -.14 | .33*** | -.14 | | | | | | | | |
| 9 | 2.71 | .51 | -.04 | -.00 | .08 | .12 | .12 | -.04 | -.05 | -.04 | -.04 | | | | | | | |
| 10 | 2.38 | .48 | .22*** | -.30*** | -.23*** | -.27*** | -.27*** | .21*** | .21*** | .21*** | .21*** | .06 | | | | | | |
| 11 | 2.09 | .54 | .47*** | -.18* | -.27*** | -.36*** | -.42*** | -.22*** | .34*** | .34*** | .28*** | .07 | .25*** | | | | | |
| 12 | 2.99 | .49 | .20*** | -.02 | -.04 | .02 | .28*** | -.06 | .25*** | .25*** | .38*** | .30*** | .19*** | .19*** | .28*** | | | |
| 13 | 1.94 | .53 | -.07 | .17* | .05 | .09 | -.05 | .08 | .53*** | .15* | .10 | .13 | .17* | .17* | .37*** | | | |
| 14 | 2.20 | .76 | .53*** | -.20*** | -.23*** | -.26*** | -.29*** | -.48*** | .18* | .26*** | .26*** | .10 | .27*** | .25*** | .14 | .06 | | |
| 15 | 1.91 | .55 | -.12 | .21*** | .40*** | .22*** | -.08 | .34*** | .18* | .05 | .05 | .29*** | .01 | .00 | .11 | .39*** | | |
| 16 | 1.38 | .83 | -.09 | .38*** | .41*** | .22*** | -.10 | .35*** | -.31*** | .06 | .00 | .21*** | .13 | .09 | .20*** | .43*** | | |
| 17 | 2.21 | .81 | -.04 | .29*** | .38*** | .29*** | -.02 | .29*** | -.32*** | .05 | .02 | .30*** | .21*** | .13 | .15* | .43*** | .42*** | |

* p < .05; ** p < .01

Note: Variable labels are as follows:

1. PANAS Positive Subscale (1-5 range)
2. PANAS Negative Subscale (1-5 range)
3. General Uncertainty (1-7 range)
4. Counterproductive Work Behaviors (1-5 range)
5. Organizational Citizenship Behaviors (1-5 range)
6. Job Withdrawal (1-5 range)
7. Neuroticism (1-5 range)
8. Extraversion (1-5 range)
9. Openness (1-5 range)
10. Agreeableness (1-5 range)
11. Conscientiousness (1-5 range)
12. Desire For Change Subscale (1-4 range)
13. Emotional Uncertainty Subscale (1-4 range)
14. Job In General (1-3 range)
15. Interpersonal Conflict (1-4 range)
16. Stress In General (1-3 range)
17. Work-Family Conflict (1-3 range)

The path analysis that was conducted on the data was accomplished using AMOS 4.0 (Arbuckle, 1997). In order to do this, three steps were taken with respect to the data that was collected. First, scores for each scale were computed as mean item scores. The process used allowed for a maximum of approximately one missing item for every 10 items on a scale (see Table 1 for actual number of missing items allowed per scale). The second step was to compute z scores for all of the scales. This was done in an effort to standardize the disparate rating scales that were used by the different measures. Finally, interaction terms were computed for the purpose of testing moderators. These were computed as the cross product of the relevant z-scored variables. The model testing procedure used allowed exogenous variables in the model to be correlated (see Table 2). Any endogenous variables not linked by a path were constrained to be uncorrelated. Descriptive statistics and the full correlation matrix for the variables that were measured in the current study can be seen in Table 3.

Overall Model Fit

Consistent with typical procedures, several fit indices were used to examine the overall fit of the model (Figure 3). The first criterion that was examined was the χ^2/df . This is a measure of the minimum value of the discrepancy over the appropriate degrees of freedom. For the full model, the ratio was 3.32. There is some disagreement in the literature as to how exactly to interpret this value. Some researchers state that a value of 5 or less is a reasonable fit (Carmines & McIver, 1981, pg. 80; Wheaton, Muthen, Alwin & Summers, 1977), while others state that any value over 2 is an inadequate fit (Byrne, 1989, p.56). The χ^2/df ratio in the current study meets the liberal, but not the conservative threshold for adequate fit.

The second fit index examined was the root mean square error of approximation (RMSEA). This is based on an evaluation of the residuals, where smaller values indicate a better fit to the data (Kelloway, 1998). For this study, the RMSEA was .11. With respect to interpretation of this value, most agree that less than .10 is a mediocre fit, where less than .05 is seen as a good fit (Brown & Cudeck, 1993; Steiger, 1990). The value obtained in this study does not meet the threshold for a mediocre fit.

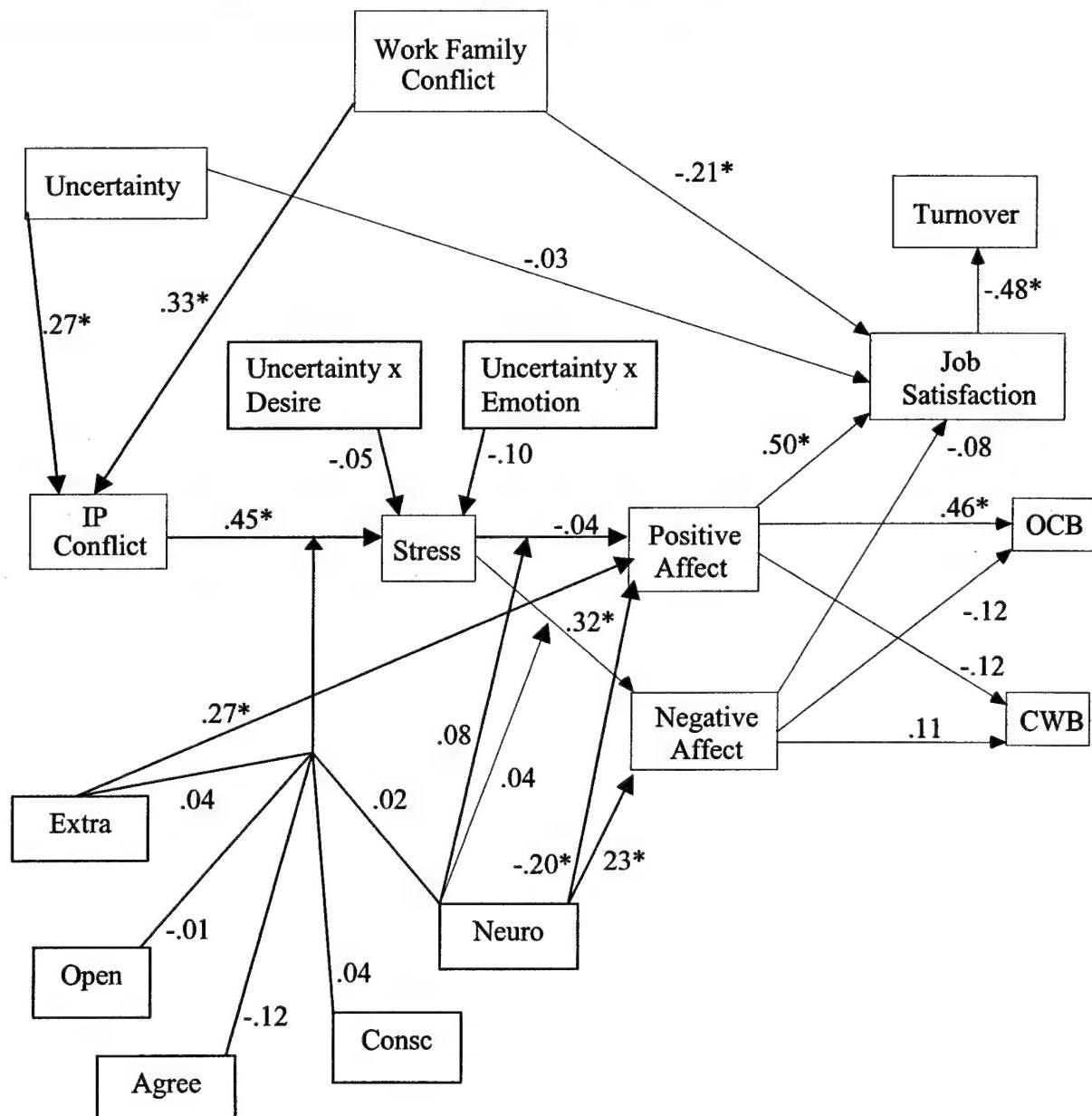
The third fitness index examined was the normed fit index (NFI). The NFI is a measure of the percent improvement over the independence model in terms of fit (Bentler & Bonett, 1980). The NFI for the current study was .47. This falls far short of the threshold typically taken as indicating good fit on the NFI (.90; Kelloway, 1998).

As can be seen by the above fit indices, the overall AET model did not fit well. The model had at best a mediocre fit ($\chi^2/df = 3.32$; RMSEA = .11; NFI = .47). Although the overall fit was not good, many of the critical paths that were predicted by Weiss and Cropanzano (1996) were significant.

Tests of Path Coefficients

As can be seen in Figure 3, many of the paths predicted by AET were significant. Features of the work environment (measured by general uncertainty and work-family conflict) were significantly related ($\beta = .27$, $z = 3.90$ and $\beta = .33$, $z = 4.76$, respectively, both at $p < .05$) to work events (measured by interpersonal conflict). Next, work events were significantly related to affective reaction (measured by stress) at $\beta = .45$ ($z = 6.69$; $p < .05$). Affective reaction (as measured by stress) was significantly related to negative affect ($\beta = .32$, $z = 4.80$; $p < .05$). Positive affect was significantly related to OCBs ($\beta = .46$, $z = 7.19$; $p < .05$). Positive affect was also significantly related to job satisfaction ($\beta = .50$, z

$= 7.31$; $p < .05$). For the cognitive route that was specified by AET, one feature of the work environment (work-family conflict; $\beta = -.21$, $z = -2.87$; $p < .05$) was significantly related to job satisfaction. Finally, job satisfaction was significantly negatively related to judgment driven behaviors (measured by turnover intentions; $\beta = -.48$, $z = -4.37$; $p < .05$).



* Significant at $p < .05$

Figure 3: Full Model

There were also several paths predicted by AET that were not significant. Contrary to AET, negative affect was not related to CWBs ($\beta = .11$, $z = 1.49$; $p > .05$) or job satisfaction ($\beta = -.08$, $z = -1.47$; $p > .05$). Also, one of the features of the work environment (general uncertainty) was not significantly related to job satisfaction ($\beta = -.03$; $z = -.09$; $p > .05$).

Some paths implied, but not required by AET were also included in the model tested. Affective reaction (as measured by stress) was not significantly related to positive affect ($\beta = -.04$; $z = -0.47$; $p > .05$). Positive affect was not significantly related to CWBs ($\beta = -.12$; $z = -1.55$; $p > .05$) and negative affect was not significantly related to OCBs ($\beta = -.12$; $z = -1.88$; $p > .05$).

Finally, the dispositional paths were also examined. In this sample, none of the disposition moderators were significant in the model (all $z < 1.96$). However, Extraversion had a significant relationship to positive affect ($\beta = .27$; $z = 3.74$; $p > .05$). Also, Neuroticism was significantly related to positive affect ($\beta = -.20$; $z = -2.68$; $p > .05$) and negative affect ($\beta = .23$; $z = 3.36$; $p > .05$).

Alternate Models

The first set of alternate models tested was created by removing all of the non-significant paths that may have been implied by AET, but were not specifically stated in the theory. The results of this model can be seen in Figure 4. Looking at the same fit indices as before it can be seen that only 1 of the three values improved, while the other two got worse ($\chi^2/df = 4.31$; RMSEA = .13; NFI = .68). Consequently, this reduced model still did not achieve adequate fit. With respect to the specific paths that were examined in the overall

model, none of the coefficients changed significantly from the overall model to the reduced model. Table 4 lists fit indices for all models that were tested in this study.

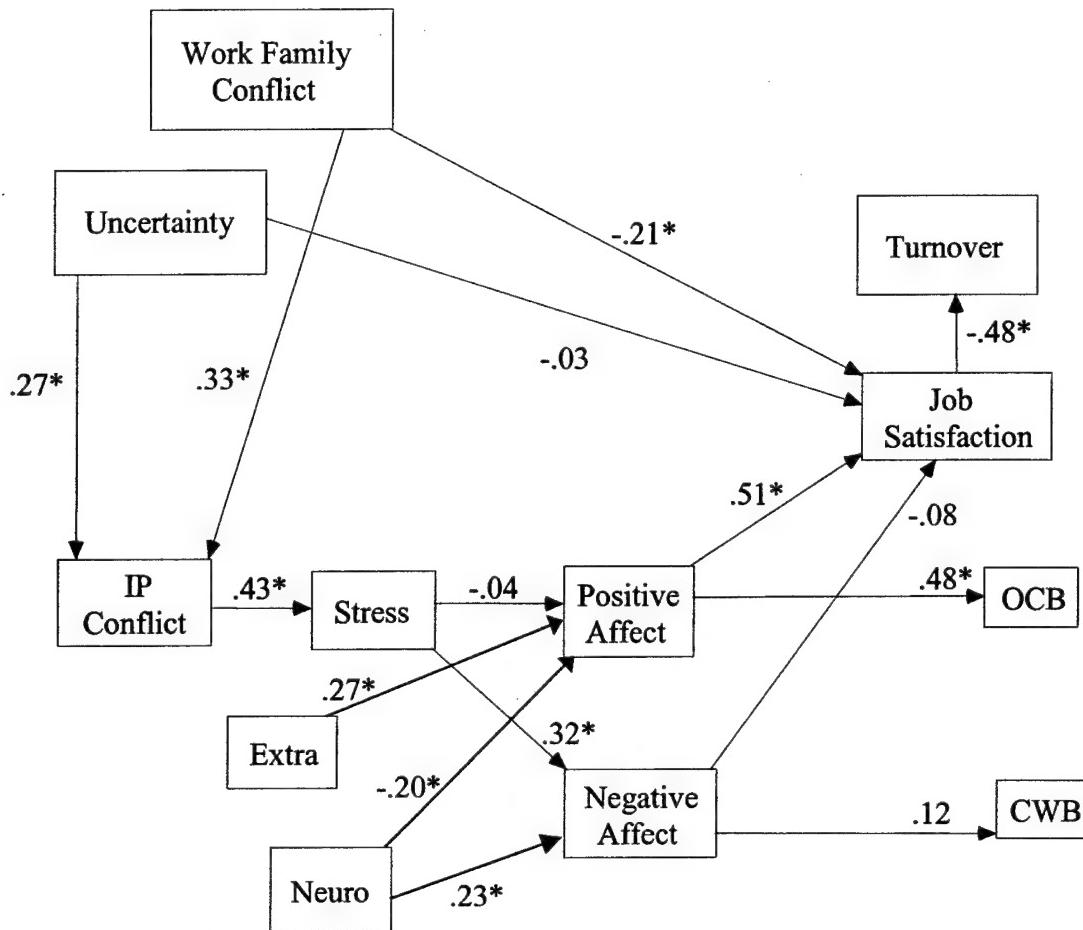
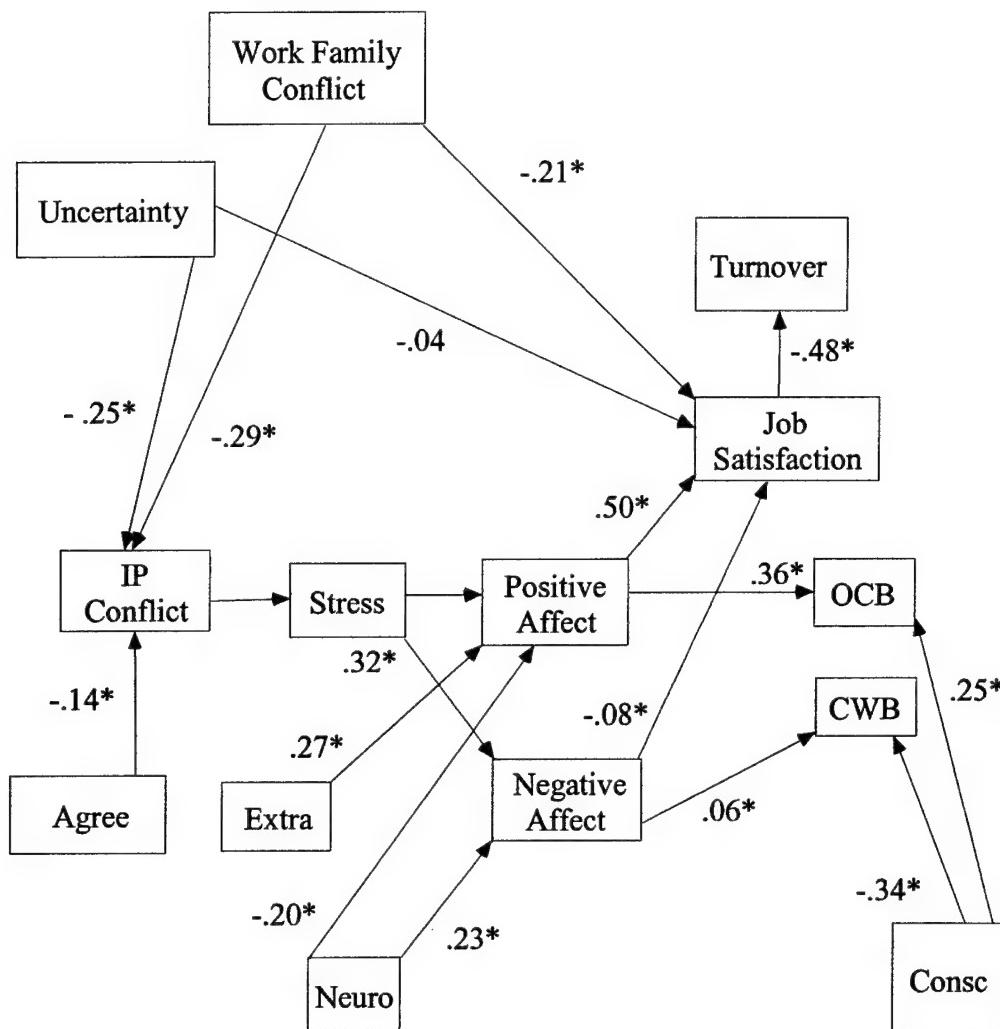


Figure 4: Reduced Model

TABLE 4

Fit Indices for Tested Models

| | χ^2/df | RMSEA | NFI |
|------------------------------|-------------|-------|-----|
| Full | 3.32 | .11 | .47 |
| Reduced | 4.31 | .13 | .68 |
| Reduced with Disposition | 5.00 | .15 | .57 |
| Reduced with Alternate Paths | 4.11 | .13 | .72 |



* Significant at $p < .05$

Figure 5: Reduced Model With Disposition

The second set of alternate models tested allowed for disposition (as measured by Agreeableness and Conscientiousness) at points in the model beyond those predicted by AET (see Figure 5). When Agreeableness was put into the model influencing work events (as measured by interpersonal conflict) there was a significant relationship between these two variables ($\beta = .14$; $z = 2.28$; $p < .05$). Additionally, paths between Conscientiousness and OCBs ($\beta = .25$; $z = -3.91$; $p < .05$) and Conscientiousness and CWBs ($\beta = -.34$; $z = -4.99$; $p <$

.05) were significant. However, a look at the fit indices ($\chi^2/df = 5.00$; RMSEA = .15; NFI = .57) indicates that these additional paths did not improve fit relative to the full model or the reduced model.

Also examined were models including paths that were predicted by AET to not be significant. The first of these paths was from affect to turnover. According to AET, this relationship should exist only as mediated by job satisfaction. Consistent with AET, results indicated non-significant paths (positive affect: $\beta = -.12$; $z = -1.70$; $p > .05$; negative affect: $\beta = -.00$; $z = -0.49$; $p > .05$). Next, a path from affect driven behaviors leading to job satisfaction was examined. This direction was chosen since AET states no direct cognitive link between affect driven behavior and job satisfaction. If this path exists, then the cognitive evaluations path that is specified by the model would be incomplete. The path from OCBs to job satisfaction was not significant ($\beta = -.00$; $z = 0.03$; $p > .05$). However, there was a significant relationship between CWBs and job satisfaction ($\beta = -.14$; $z = -2.29$; $p < .05$). Finally, a path going from affect driven behaviors (as measured by OCBs and CWBs) to judgment driven behaviors (as measured by intention to turnover) was examined. While there was not a significant relationship from OCBs to intention to turnover ($\beta = -.03$; $z = -0.48$; $p > .05$), there was a significant relationship from CWBs to intention to turnover ($\beta = .33$; $z = 5.46$; $p < .05$). However, inclusion of these significant paths did not improve overall model fit over the full model ($\chi^2/df = 4.11$; RMSEA = .13; NFI = .72; while NFI did improve over the full model, the other two indices did not, which indicate there was not an overall improvement in model fit).

Discussion

The purpose of this study was to simultaneously evaluate the overall AET model. The results showed that the overall model of AET did not fit very well. While it did improve over the independence model, it failed to meet the threshold criteria for fit indices. However, this is not to say that AET is totally incorrect. On the contrary, many of the proposed paths of AET were supported. Not only was the cognitive route to job satisfaction significant, the affective route was as well. For many of the paths, the relationships were very strong (e.g. $\beta = .50$ between positive affect and job satisfaction).

There are several reasons why AET may have failed to meet the fit criteria in this study. The first of these may be due to how the different factors in the model were operationalized. While AET makes specific predictions as to how the factors are related and sequenced in the model, the literature provides little guidance as to how these factors should be operationally defined. Some of the constructs in this model are quite broad and our operationalizations covered only narrow slices of them. For example, this study chose to operationalize features of the work environment in terms of work-family conflict and general uncertainty and work events as interpersonal conflict. Obviously, there is more to work environment and work events than just these variables. As such, the results that were obtained could have been due in part to criterion deficiency. More variables need to be included in the model in order to more fully capture the constructs of work environment and work events. A similar argument can be made for disposition (here operationalized as the Big Five) as well as how to measure the cognitive component of job satisfaction.

A second reason for the poor overall fit could be the nature of the sample that was chosen for this study. A student sample always has issues of generalizability that must be

taken into account. In the current sample, one issue in particular is worthy of mention. Of the sample, 86.3% of the participants stated that their current job is not a long-term career choice. It could be that since many of the participants have jobs that are only temporary (e.g., until they graduate college) it may influence how they react to their work environment and work events. Since they view the job as temporary, they may not be as affected by their jobs and therefore do not exhibit many of the affect driven behaviors, which would explain the nonsignificant results between affect and CWBs. Another possibility is that since the participants did not view their employment as long term, the cognitive evaluation route of AET was minimized, and therefore, quitting (or other judgment driven behaviors) may be more affectively driven. Added to this, the data show that there were differences in how the participants responded to the positive and negative affect scales. The mean and standard deviation on the negative affect scale were half that of the positive affect scale. This difference alone, could have caused the results obtained in the relationship between affect and CWBs.

A third reason for the poor fit could be that AET fails to take into account important variables or relationships. It may be that there are other constructs that are acting to mediate or moderate the proposed relationships in AET. In other words, it may be that while the ideas of affect and judgment driven behaviors are correct, there might be other factors that contribute to the overall picture that are not captured in the model. While AET goes a long way in promoting the importance of affect in the workplace, it may now be time to see what other factors are operating in the workplace that also feed into employee behaviors.

One of these factors could be disposition. According to AET, disposition acts to moderate the relationship between work events and affective reaction. It also acts to directly

influence affective reaction. It is plausible that disposition may matter at points of the model beyond those predicted by AET. In looking at this idea the model depicted in Figure 5 was analyzed. This analysis showed that conscientiousness has a direct impact on CWBs and not simply the indirect ones allowed for in AET. This suggests disposition is affecting actual behavior instead of just employee reactions to work events. Another significant path was between agreeableness with interpersonal conflict, which suggests that disposition is also directly effecting work events. Consequently, there might also be other dispositional factors that would have an impact in the AET model that need to be examined. Additionally, it may be that the disposition of the employee is influencing how the employee is reacting to the work environment and not only work events. This influence would have an impact not only the affective reaction of the employee (as indicated by AET), but also on the cognitive assessments that are made by the employee regarding their work attitudes (not included in AET).

In the current study, significant relationships were found between job satisfaction and affect driven behaviors as well as between CWBs and turnover. It is possible that these relationships were not simply artifacts of the student sample. It could be that affect driven behaviors and judgment driven behaviors are not as separate as AET predicts. If this is the case, then this brings up questions regarding job satisfaction and the appropriate paths between the different types of behaviors. It may be that there are relationships between the affective driven behaviors and job satisfaction that are not fully captured in the model.

Finally, the poor model fit could be due to the fact that several of the paths should actually indicate reciprocal or cyclical influence. Or, it could be that AET has captured the important elements of behavior in the workplace, but some of the paths are not in the right

direction. For example, it may be that organizational reaction to CWBs could act to influence that type of behavior in the future. If the employee is able to get away with counterproductive behaviors, then that may increase the likelihood of him or her doing that behavior in the future.

Limitations

In this study, there were several limitations that must be mentioned to properly contextualize the results. The first deals with the sample chosen for this study. While a college student sample provides a good starting point to examine AET, it may also limit the generalizability of the results. It may be that due to the age and experience level of the current sample, they view work differently than other employees (i.e., not as committed to the organization or the work). However, it is still an important step in examining the overall process of the model.

Due to the sample that was chosen, neither age nor occupations were representative of the work force as a whole. Since the sample consisted of college students, the mean age that was obtained in this sample (20.46 years old) is less than the average age of employees that exist in the total work force. As such, results may only apply to the young or those new to the workforce. Additionally, the temporary nature of the participant's positions could have acted to restrict the range (as indicated before by the difference between negative and positive affect scales means and standard deviations) of affect that was reported by the participants since the overwhelming majority of the participants (86.3%) indicated that their current job is not their career choice. These restrictions need to be examined in more detail in future studies with more diverse age groups and occupational levels.

Another limitation deals with the sample size for this study. Path analysis is inherently a large sample technique (Kelloway, 1998). In the current study, the sample size was 186 participants. Due to that sample size, some speculation could be made about the path analysis that was conducted. It could be that the lack of goodness of fit results were due in part to a low number of participants relative to the parameters that are in the model versus a poor fitting model. In order to continue down the road of testing AET, larger and more diverse samples are required.

Future Research

It is apparent from this study that while AET goes a long way in laying out several of the important paths in predicting employee behavior, there is still work to be done. One important consideration in future research is sample selection. Due to the sample that was chosen in this study, generalizability of the results could be limited. More studies need to be conducted to test AET with different and larger samples. Additionally, other samples would give more insight into occupations that have more environmental features and demands (work-family conflict, high-stress occupations, etc.) than the current sample.

While there are many questions that obviously still exist, this particular study is important because it lays some of the crucial groundwork in testing some of the relationships proposed by AET. Now that some of the questions have been answered as to whether these relationships exist, future research can be conducted to determine the other factors that influence whether the model does or does not hold. For example, how would the theory fit for high stress populations such as the military, police, and firefighters? It may be that employees in these occupations make cognitive evaluations differently and exhibit different relationships between work events and affective reactions. The features of these particular

work environments (e.g., high stress, short reaction time, etc.) may act to differentially influence the cognitive evaluations of the employee as well as how they affectively react to their work events.

This is just one example how complex the picture is as to how to accurately predict employee behavior. However, Weiss and Cropanzano's Affective Events Theory (1996) goes a long way in starting to draw all of the relevant pieces together in order to meet that ultimate goal of determining why employees act the way they do. It is now time for the rest of the field to examine these relationships and see what other important pieces need to be added to the model in order to accurately examine employee behavior.

APPENDIX A

POSITIVE AND NEGATIVE AFFECTIVITY SCHEDULE

This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer in the space next to that word to describe how you feel at work.

Use the following scale to record your answers:

| | Very Slightly or Not at All | A Little | Moderately | Quite a Bit | Extremely |
|--------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Interested | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Distressed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Excited | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Upset | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strong | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Guilty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Scared | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hostile | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Enthusiastic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proud | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Irritable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alert | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ashamed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inspired | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nervous | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Determined | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Attentive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Jittery | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Active | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Afraid | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX B

TOLIN AND HAHN INTERPERSONAL CONFLICT SCALE

Listed below are statements concerning conflict people have with others at work. Indicate how often you have experienced each of the following conflicts with people at work during the past month by checking the appropriate box. When responding to each question, think about interactions with bosses, coworkers, and subordinates.

In the past month, how often have you had a conflict with others because they:

| | Never | Rarely | Frequently | Every Day |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Brought personal problems to work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Did not do their fair share of the work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gave you more work than you could finish in one day. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Expected you to do things you knew nothing about. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Acted like they helped with a project when you did most of the work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Allowed their personal lives to interfere with work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Were lazy. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gave you last minute work to do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Criticized your work but did not tell you how to improve. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Felt they deserved credit for work that you did. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Made decisions about your work without discussing it with you. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Took care of personal problem on work time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Did not deal with issues brought to their attention. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tried to get by with doing very little work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Were too demanding of your work time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Asked you to work too many hours. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Did not give clear instructions about what you needed to do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Were late / left early for personal reasons. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contributed little to a project but acted like they worked hard on it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

In the past month, how often have you had a conflict with others because they:

| | Never | Rarely | Frequently | Every Day |
|--|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Disagreed with you about how work should be done. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Could not be relied upon. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused to do work, and you had to do it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Always wanted you to stay late. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Were not clear about what was expected of you. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Changed the work schedule at the last minute. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Were not doing their fair share of work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Frequently receive phone calls at work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ignored your suggestions about how to improve the job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gave you too much work at the end of the day. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Forgot or missed deadlines. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Did not tell you about work changes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Did just enough to get the job done, but no more. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Made you do your work one way even though there was a better way. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gave you extra work that you were unable to finish on time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Did not clearly communicate what they needed you to do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Took credit for your work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Were unwilling to listen to your suggestions about work assignments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX C
WORK FAMILY CONFLICT SCALES

Please use the following scale for the items below:

| | Never | Rarely | Sometimes | Often | Very Often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| My job/career interferes with my responsibilities at home. | <input type="checkbox"/> |
| My job / career keeps me from spending the amount of time I would like with my family. | <input type="checkbox"/> |
| My home life interferes with my responsibilities at work. | <input type="checkbox"/> |
| My home life keeps me from spending the amount of time I would like on job or career-related activities. | <input type="checkbox"/> |
| I feel as though I have to make choices between my job / career and my family. | <input type="checkbox"/> |
| I feel that no matter what I do, either my job / career or my family has to suffer. | <input type="checkbox"/> |

Using the following scale, please rate how much each statement applies to how you feel at your current job:

| | Not at all | Somewhat | Moderately so | Very much so |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| This job has had a negative impact on my family. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This job has had a negative impact on my life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This job has caused a lot of disruption for my family. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This job has caused a lot of disruption in my life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX D

GENERAL UNCERTAINTY SCALE

Below are a series of statements. Please rate **how often** you thought or felt the way described in the statement at your current job. Do not spend too much time on any one statement but give the answer which best describes your feelings at your current place of employment.

Please use the following scale for the items below:

| | Always | Very Often | Often | Sometimes | Rarely | Very Rarely | Never |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I feel prepared to do the tasks that are assigned to me. | <input type="checkbox"/> |
| I understand what is expected of me on my job. | <input type="checkbox"/> |
| Events occurred at work that I did not expect. | <input type="checkbox"/> |
| I am able to anticipate how situations will unfold at work. | <input type="checkbox"/> |
| I am unsure what to do next. | <input type="checkbox"/> |
| I think this environment is inherently unpredictable. | <input type="checkbox"/> |
| I feel like I know what is going to happen next on the job. | <input type="checkbox"/> |
| I face events on the job that I was not trained for. | <input type="checkbox"/> |

APPENDIX E
BEHAVIOR AT WORK SCALE

We are interested in knowing more about behavior at work. Please use the following scale to indicate how often you have engaged in each of the behaviors at your current job.

| | Never | Once or Twice | Sometimes | Often | Many Times |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Took an extended break or an additional break. | <input type="checkbox"/> |
| Was respectful of other people's needs while at work. | <input type="checkbox"/> |
| Came in to work late or left work early. | <input type="checkbox"/> |
| Displayed loyalty to the organization. | <input type="checkbox"/> |
| Praised or complimented someone. | <input type="checkbox"/> |
| Spent time on personal tasks. | <input type="checkbox"/> |
| Spoke poorly about the organization to others. | <input type="checkbox"/> |
| Tried to be considerate to others. | <input type="checkbox"/> |
| Ignored supervisor's instructions. | <input type="checkbox"/> |
| Attempted to improve morale in my work unit. | <input type="checkbox"/> |
| Did not work to the best of my ability. | <input type="checkbox"/> |
| Talked to people about another job. | <input type="checkbox"/> |
| Thought about quitting my job. | <input type="checkbox"/> |
| Volunteered to do something that was not required. | <input type="checkbox"/> |
| Attempted to get work completed much before deadlines. | <input type="checkbox"/> |
| Tried to find another job. | <input type="checkbox"/> |
| Made plans to leave the organization. | <input type="checkbox"/> |
| Treated people well even when I was in a bad mood. | <input type="checkbox"/> |
| Made plans to change jobs within the organization. | <input type="checkbox"/> |

APPENDIX F
NEO FIVE-FACTOR INVENTORY

For each of the following statements, fill in the box with the response that best represents your opinion. Please do not spend a lot of time on each question. Give your first reaction to the question.

Check: Strongly Disagree - If you strongly agree or the statement is definitely false

Disagree - If you disagree or the statement is mostly false

Neutral - If you are neutral on the statement, you cannot decide, or the statement is about equally true and false.

Agree - If you agree or the statement is mostly true

Strongly Agree - If you strongly agree or the statement is definitely true.

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I am not a worrier. | <input type="checkbox"/> |
| I like to have a lot of people around me. | <input type="checkbox"/> |
| I don't like to waste my time daydreaming. | <input type="checkbox"/> |
| I try to be courteous to everyone I meet. | <input type="checkbox"/> |
| I keep my belongings clean and neat. | <input type="checkbox"/> |
| I often feel inferior to others. | <input type="checkbox"/> |
| I laugh easily. | <input type="checkbox"/> |
| Once I find the right way to do something, I stick to it. | <input type="checkbox"/> |
| I often get into arguments with my family and co-workers. | <input type="checkbox"/> |
| I'm pretty good about pacing myself so as to get things done on time. | <input type="checkbox"/> |
| When I'm under a great deal of stress, sometimes I feel like I'm going to pieces. | <input type="checkbox"/> |
| I don't consider myself especially "light-hearted." | <input type="checkbox"/> |
| I am intrigued by the patterns I find in art and nature. | <input type="checkbox"/> |
| Some people think I'm selfish and egotistical. | <input type="checkbox"/> |
| I am not a very methodical person. | <input type="checkbox"/> |

For each of the following statements, fill in the circle with the response that best represents your opinion. Please do not spend a lot of time on each question. Give your first reaction to the question.

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I rarely feel lonely or blue. | <input type="checkbox"/> |
| I really enjoy talking to people. | <input type="checkbox"/> |
| I believe letting students hear controversial speakers can only confuse and mislead them. | <input type="checkbox"/> |
| I would rather cooperate with others than compete with them. | <input type="checkbox"/> |
| I try to perform all the tasks assigned to me conscientiously. | <input type="checkbox"/> |
| I often feel tense and jittery. | <input type="checkbox"/> |
| I like to be where the action is. | <input type="checkbox"/> |
| Poetry has little or no effect on me. | <input type="checkbox"/> |
| I tend to be cynical and skeptical of others' intentions. | <input type="checkbox"/> |
| I have a clear set of goals and work toward them in an orderly fashion. | <input type="checkbox"/> |
| Sometimes I feel completely worthless. | <input type="checkbox"/> |
| I usually prefer to do things alone. | <input type="checkbox"/> |
| I often try new and foreign foods. | <input type="checkbox"/> |
| I believe that most people will take advantage of you if you let them. | <input type="checkbox"/> |
| I waste a lot of time before settling down to work. | <input type="checkbox"/> |
| I rarely feel fearful or anxious. | <input type="checkbox"/> |
| I often feel as if I'm bursting with energy. | <input type="checkbox"/> |
| I seldom notice the moods or feelings that different environments produce. | <input type="checkbox"/> |
| Most people I know like me. | <input type="checkbox"/> |

For each of the following statements, fill in the circle with the response that best represents your opinion. Please do not spend a lot of time on each question. Give your first reaction to the question.

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| I work hard to accomplish my goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I often get angry at the way people treat me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am a cheerful, high-spirited person. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I believe we should look to our religious authorities for decisions on moral issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Some people think of me as cold and calculating. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When I make a commitment, I can always be counted on to follow through. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Too often, when things go wrong, I get discouraged and feel like giving up. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am not a cheerful optimist. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sometimes when I am reading poetry or looking at a work of art, I feel a chill or wave of excitement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I'm hard-headed and tough-minded in my attitudes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sometimes I'm not as dependable or reliable as I should be. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am seldom sad or depressed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My life is fast-paced. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have little interest in speculating on the nature of the universe or the human condition. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I generally try to be thoughtful and considerate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am a productive person who always gets the job done. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I often feel helpless and want someone else to solve my problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For each of the following statements, fill in the circle with the response that best represents your opinion. Please do not spend a lot of time on each question. Give your first reaction to the question.

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I am a very active person. | <input type="checkbox"/> |
| I have a lot of intellectual curiosity. | <input type="checkbox"/> |
| If I don't like people, I let them know it. | <input type="checkbox"/> |
| I never seem to be able to get organized. | <input type="checkbox"/> |
| At times I have been so ashamed I just wanted to hide. | <input type="checkbox"/> |
| I would rather go my own way than be a leader of others. | <input type="checkbox"/> |
| I often enjoy playing with theories or abstract ideas. | <input type="checkbox"/> |
| If necessary, I am willing to manipulate people to get what I want. | <input type="checkbox"/> |
| I strive for excellence in everything I do. | <input type="checkbox"/> |

APPENDIX G

UNCERTAINTY RESPONSE SCALE – DESIRE FOR CHANGE

Below are several statements. Please rate how often you thought or felt the way described in the statement.

| | Never | Sometimes | Often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| I find the prospect of change exciting and stimulating. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I think variety is the spice of life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New experiences excite me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I like to think of a new experience in terms of a challenge. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New experiences can be useful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I enjoy unexpected events. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I easily adapt to novelty. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A new experience is an occasion to learn something new. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel curious about new experiences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Taking chances is part of life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I think you have to be flexible to work effectively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I think a mid-life career change is an exciting idea. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is something exciting about being kept in suspense. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I enjoy finding new ways of working out problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I like going on vacations with nothing planned in advance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The idea of taking a trip to a new country fascinates me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX H

UNCERTAINTY RESPONSE SCALE – EMOTIONAL UNCERTAINTY

Below are several general statements. Please rate how often you think or feel the way described in the statement.

| | Never | Sometimes | Often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| I feel anxious when things are changing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I get worried when a situation is uncertain. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uncertainty frightens me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When uncertain about what to do next, I tend to feel lost. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When I can't clearly discern situations, I get apprehensive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Facing uncertainty is a nerve-racking experience. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When making a decision, I am deterred by the fear of making a mistake. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sudden changes make me feel upset. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Thinking about uncertainty makes me feel depressed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am hesitant when it comes to making changes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I really get anxious if I don't know what someone thinks about me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When I'm not certain about someone's intentions towards me, I often become upset or angry. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When the future is uncertain, I generally expect the worst to happen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When a situation is unclear, it makes me feel angry. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I tend to give up easily when I don't clearly understand a situation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX I
JOB DESCRIPTIVE INDEX (ABRIDGED)

Think of the work you do at present. How well does each of the following words or phrases describe your work? Check: "Yes" if it describes your work
"No" if it does not describe it
"?" if you cannot decide

| | YES | NO | ? |
|-------------------------------|--------------------------|--------------------------|--------------------------|
| Satisfying | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gives sense of accomplishment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Challenging | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dull | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uninteresting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Think of the pay you get now. How well does each of the following words or phrases describe your present pay?

| | YES | NO | ? |
|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Income adequate for normal expenses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fair | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barely live on income | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bad | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Income provides luxuries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe your opportunities for promotion?

| | YES | NO | ? |
|----------------------------------|--------------------------|--------------------------|--------------------------|
| Good opportunities for promotion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Opportunities somewhat limited | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Promotion on ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dead-end job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Good chance for promotion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Think of your supervisor and the kind of supervision that you get on your job. How well does each of the following words or phrases describe your supervision?

Check: "Yes" if it describes your work

"No" if it does not describe it

"?" if you cannot decide

| | YES | NO | ? |
|-------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Praises good work | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tactful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Up-to-date | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Annoying | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bad | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Think of the majority of people that you work with now or the people you meet in connection with your work. How well does each of the following words or phrases describe these people?

| | YES | NO | ? |
|-------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Boring | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Helpful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Responsible | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Intelligent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lazy | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

APPENDIX J
JOB IN GENERAL SCALE

Think of your job in general. All in all, what is it like most of the time? For each of the following words or phrases,

Check: "Yes" if it describes your job

"No" if it does not describe it

"?" if you cannot decide

| | YES | NO | ? |
|------------------|--------------------------|--------------------------|-------------------------------------|
| Pleasant | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Bad | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ideal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Waste of time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Good | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Undesirable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Worthwhile | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Worse than most | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Acceptable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Superior | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Better than most | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Disagreeable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Makes me content | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inadequate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Excellent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rotten | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Enjoyable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX K

STRESS IN GENERAL SCALE

Do you find your job stressful? For each of the following words or phrases,

Check: "Yes" if it describes your job
"No" if it does not describe it
"?" if you cannot decide

| | YES | NO | ? |
|------------------------------|--------------------------|--------------------------|--------------------------|
| Demanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pressured | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hectic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Calm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Relaxed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Many things stressful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pushed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Irritating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Under control | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nerve-racking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hassled | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comfortable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| More stressful than I'd like | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Smooth-running | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overwhelming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX L
DEMOGRAPHIC QUESTIONNAIRE

General Demographics:

What is your age? _____

What is your gender? Male: Female:

Are you currently employed? Yes: No:

What is your occupation (job title)? _____

How long have you worked at your current job?

_____ Years _____ Months

How would you classify your current job?

- Service related
- Clerical/Administrative Support
- Sales
- Professional specialty / Technical
- Managerial
- Laborer
- Other _____

Approximately how many hours per week do you work? _____

Do you consider this job to be a long-term career? Yes: No:

How long do you intend to stay at this job? _____

Overall, how satisfied are you with your job?

Not At All

Very Satisfied

APPENDIX M

CONSENT TO PARTICIPATE IN RESEARCH AS A HUMAN SUBJECT

1. Protection of Subject's Rights

The research proposal described below has been reviewed by the University Standing Committee on Human Research through the Office of Research Development at UTSA. It has been found to be consistent with The Rights of Human Subjects included in federal, state, and institutional regulations. It is, therefore, approved.

2. Purpose of the Study:

To expand our knowledge and understanding of affective experiences in the workplace.

3. Procedure:

If you agree to participate, you will be requested to fill out a questionnaire. The entire study should take just under 25 minutes. There are no known risks involved in completing this study.

4. Received and Understand the Information Presented:

I have read the statements of purposes and procedures of the study (including any probable discomfort risk). I have been allowed to ask questions about these and all such questions have been fully answered. I understand that:

- a. I have the right to withdraw, without prejudice, from the study at any time, and, I will still receive credit for my participation.
- b. If I elect to withdraw from the study, any information I have given will not be used.
- c. All information will be kept strictly confidential. Neither my name nor any other identifying characteristics will be used without my permission when the information is reported.
- d. If I find any question to be disturbing, I have the option of not answering the question.
- e. I am 18 years old or older.
- f. Refusal to participate will not result in any loss of benefits to which I am entitled.

5. For further information and assistance.

If you have any question or comments about this research please contact Douglas Lindsay or Dr. Michael R. Baumann, Department of Psychology at 458-5720. If you have any concerns about the conduct of this research and your participation in this study, please contact Dr. David Pillow (Coordinator of Participant Pool) at 458-5727 or Dr. Robert Fuhrman (Department Chair) at 458-5713.

If you believe you have been injured or harmed as a consequence of your participation, contact Mr. Noe Saldaña, Office of Research Development by calling 210-458-4340.

Privacy Notice

With a few exceptions, you are entitled to be informed about the information U.T. San Antonio collects about you. Under Sections 552.021 and 552.023 of the Texas Government Code, you are entitled to receive and review this information. Under Section 559.004 of the Texas Government Code, you are entitled to have U.T. San Antonio correct information about you that is held by us and that is incorrect, in accordance with the procedures set forth in the University of Texas System Business Procedures Memorandum 32. The information that U.T. San Antonio collects will be retained and maintained as required by Texas records retention laws (Section 441.180 et seq. of the Texas Government Code) and rules. Different types of information are kept for different periods of time.

I voluntarily consent to take part in the above described research study:

Participant - Print Name: _____

Researcher – Print Name: _____

Signed: _____

Signed: _____

Date: _____

Date: _____

APPENDIX N

PARENTAL CONSENT TO PARTICIPATE IN HUMAN SUBJECT RESEARCH

1. Protection of Subject's Rights:

The research proposal described below has been reviewed by the University Standing Committee on Human Research through the Office of Research Development at UTSA. It has been found to be consistent with The Rights of Human Subjects included in federal, state, and institutional regulations. It is, therefore, approved.

2. Purpose of the Study:

To expand our knowledge and understanding of affective experiences in the workplace.

3. Procedure:

Those with permission to participate will fill out a questionnaire regarding experiences they have had at their place of employment. The entire study should take just under 40 minutes. There are no known risks involved in completing this study.

4. Received and Understand the Information Presented:

I have read the statements of purposes and procedures of the study (including any probable discomfort risk). I have been allowed to ask questions about these and all such questions have been fully answered. I understand that:

- a. My child has the right to withdraw, without prejudice, from the study at any time, and, he/she will still receive credit for my participation.
- b. If my child elects to withdraw from the study, any information he/she has given will not be used.
- c. My child may be videotaped, and that these videotapes will be erased after analysis.
- d. All information (including the videotapes) will be kept strictly confidential. Neither my child's name nor any other identifying characteristics will be used without my permission when the information is reported.
- e. If my child finds any question to be disturbing, he/she has the option of not answering the question.
- f. Refusal to participate will not result in any loss of benefits to which my child is entitled.

5. For further information and assistance.

If you have any question or comments about this research please contact Douglas Lindsay or Dr. Michael R. Baumann, Department of Psychology at 458-5720. If you have any concerns about the conduct of this research and your participation in this study, please contact either Dr. David Pillow (Coordinator of Participant Pool) at 458-5727 or Dr. Robert Fuhrman (Department Chair) at 458-7352.

If you believe you have been injured or harmed as a consequence of your participation, contact Mr. Noe Saldaña, Office of Research Development by calling 210-458-4340.

I voluntarily consent to allow my child to take part in the above described research study:

Permission for - Print Name: _____

Parent - Print Name: _____ Researcher - Print Name: _____

Signed: _____ Signed: _____

Date: _____

APPENDIX O

DEBRIEFING FORM

The University of Texas - San Antonio
Department of Psychology

RE: Debriefing for _____

Dear Research Participant,

First, let me thank you for taking the time to complete the questionnaire for this study. We truly appreciate your help.

The purpose of this study is to investigate Affective Events Theory (Weiss & Cropanzano, 1996). Current research suggests that factors of the work environment interact to cause both affect-driven (emotional) and judgment-driven behaviors. In other words, there are employee behaviors that are driven more by emotional reactions to events that occur in the workplace. On the other hand, there are also behaviors that are more cognitively determined where the employee makes judgments about what is occurring and then makes decisions about their behavior based on these judgments. It is our belief that factors such as stress, work-family conflict, and uncertainty will have an impact on these two types of behaviors. While this theory has been in existence for several years, there has been little empirical research done to test the whole theory. However, research does show that both affect and cognitive decisions are important to an employee's behavior, but little work has been done to see how they interact in the workplace. Affective Events Theory predicts that the affective reactions of the employee will have a resulting impact on their behavior. For example, positive affective reactions will predict helping behaviors, commitment to the organization, and support of the organizations goals, where negative affective reactions will predict behaviors such as absenteeism and tardiness. The theory also predicts that cognitive assessments (such as how well does the job fit with your individual goals and needs) will predict behavior such as turnover.

This concludes our study. Again, we thank you for your participation and cooperation. We believe that this work is important in helping us to understand how an employee's affective reactions affect job satisfaction and resulting behaviors, and we hope that you have found some educational value in participating and in reading this description of our study. We do ask one more favor: please do not share information regarding this experiment with any student who might be taking introductory psychology until the end of the semester. It is important that individuals provide their natural responses to our questions without being influenced by the expectations that come without knowing the purpose of the study. This is important for ensuring the validity of our study. If you have any questions or concerns, please ask Douglas Lindsay or contact Dr. Michael R. Baumann (mbaumann@utsa.edu or by phone at 458-5720). If you have concerns about the ethical conduct of this research, please contact either Dr. David Pillow at 458-5727 or Dr. Robert Fuhrman (Department Chair) at 458-7352.

For those who are interested in more information on this topic, please refer to:

Weiss, H. M. and Cropanzano, R. (1996). Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work. In B. M. Staw & L. L. Cummings (Eds.), *Research in organizational behavior* (Vol. 18, pp. 1-74). Greenwich CT: JAI.

Sincerely,

p.s. This serves as a receipt for participation in Experiment #_____, Fall, 2003.

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